

5440-08 Physical Education

The holder is authorized to teach physical education in grades PK-6, 7-12, or PK-12, as specified on the endorsement.

In order to qualify for this endorsement, the candidate shall demonstrate the following:

Knowledge Standards

Demonstrates knowledge of physical education concepts and skills delineated in current national professional standards¹ and in personal development and skills in *Vermont's Framework of Standards and Learning Opportunities* including:

Foundations:

Human development, including the typical progression of early childhood through adult growth and development within each domain and age appropriate indicators of physical health and wellness for each stage of development

Biophysical and social-psychological concepts fundamental to skillful movement, physical activity, and physical fitness

Historical, philosophical, and sociological perspectives on all aspects of physical fitness education

The definition of a “physically educated person”

Skills and competence in a variety of physical and recreational activities

Equity, Fairness, and Diversity:

The effects of age, gender, socioeconomic status, and culture upon physical activity preferences and participation

Strategies for modifying instruction in order to be sensitive to students’ diverse physical abilities and skills, learning styles, and prior experiences

Common areas of exceptionality and techniques for assisting, adapting, and extending physical education learning experiences to meet the needs of all students

Curriculum, Planning and Instruction:

Selection, planning, and implementation of developmentally appropriate curriculum based on current social and cultural problems, national and state standards, and the community and its offerings and needs

Developmentally appropriate strategies for teaching movement concepts, skill development, and personal fitness

Principles of effective behavior management for a physical education setting

Effective verbal and non-verbal communication techniques to encourage and enhance student performance

5440-08 Physical Education (Cont'd)

The cross curricular links between and among the physical education curriculum and other subjects

Assessment:

The appropriate use and interpretation of a variety of formal and informal assessment techniques and strategies in physical education

Collaboration:

Community resources to enhance physical activity and wellness opportunities including specific resources for students with special needs

Performance Standards

Designs and implements a developmentally appropriate, standards-based curriculum that incorporates movement concepts, critical elements of motor skill acquisition and development; performance concepts and strategies related to skillful movement and physical activity; and strategies to help students develop responsible and healthy personal and social behaviors. Specifically, the physical educator:

Curriculum, Planning, and Instruction:

Designs and implements instruction that is sensitive to students' diverse physical abilities and skills, interests, learning styles, and experiences

Provides learning experiences that integrate knowledge and skills from multiple subject areas, encourage healthy risk-taking and collaborative and individual goal setting, and facilitate students' problem solving and critical thinking skills by asking questions and posing scenarios

Uses specific approaches to foster positive group interactions and emotional and psychological safety, including cooperative and team building activities

Organizes, allocates, and manages resources to provide active and equitable learning experiences

Develops an effective behavior management plan appropriate to a physical education setting

Organizes equipment, work, and learning spaces so that physical education activities are carried out safely in accordance with state and national safety guidelines

Adapts a variety of activities for special needs students

Assessment:

Uses a variety of appropriate authentic, traditional, and standards-based assessment techniques to assess student understanding and performance, provide feedback, and communicate student progress formatively and summatively

5440-08 Physical Education (Cont'd)

Collaboration:

Communicates to students, parents, staff, and the community the importance of lifelong physical activity in the development and wellness of individuals of all ages

Gathers information and identifies resources to support students with special needs

Collaborates with school personnel to ensure that the school environment and program are safe and promote the health of students and staff and to develop, support, implement, and evaluate a Coordinated School Health Program (CSHP)

Additional Requirements:

A minimum of a practicum, or the equivalent, in physical education at the elementary (PK-6) or middle/secondary (7-12) instructional level, depending on the authorization sought. For the full PK-12 authorization, a minimum of a practicum, or the equivalent, in physical education at both the PK-6 and 7-12 instructional levels is required.

¹. *National Standards for Beginning Physical Education Teachers* (1995, National Association for Sports and Physical Education) and *Moving Into the Future: National Physical Education Standards: A Guide to Content and Assessment* (1995, National Association for Sports and Physical Education)